



4-H Youth Development

2000 Programs of Excellence

Youth/Adult Partnerships

Full Partners-Teen Corps

Maryland

Program Description

There is a need to develop programs that engage youth, the community, and organizations to work in partnership to build safe, healthy and sustainable communities. The Baltimore Full Partners (Maryland Cooperative Extension-Baltimore City 4-H, Fellowship of Lights Youth and Community Services, and The Safe and Sound Campaign for Children and Youth) collaborate to strengthen Baltimore City communities through partnerships and increased opportunities for youth. This comprehensive leadership development program involves 40 youth and 30 community volunteers.

As a result of our efforts, youth and adults in Baltimore City develop, share, and demonstrate skills in leadership development, entrepreneurship, service learning, and community organizing. It exemplifies the best practices of Community Youth Development. Community Youth Development is a method for involving youth and adults together in creating social change. It harnesses the power of youth to affect community development, and similarly engages communities to embrace their role in the development of youth.

Stakeholder Satisfaction

Extension Educator co-authored and implemented the Baltimore Full Partners Action Plan and outcome models and submitted them to the national partners (National 4-H Council, National Network for Youth, and the Academy for Educational Development). As a result, the program received a total of \$21,000.00. The Educator trained youth and community volunteers to act as mentors for the program. Training areas consisted of leadership development, entrepreneurship, conflict resolution, team building, service learning and organizing. The Educator provides support weekly to the youth and adult volunteers by assisting in developing lesson plans, researching resources, and supervising monthly Teen Corps meetings.

Youth and adult volunteers from the BFP are located in eight community sites throughout Baltimore City. They are engaged in community mapping and asset-based activities to determine the types of resources and interests of the members in their community. As a result, tutorial, science, entrepreneurship, service learning, public speaking and training activities/clubs have been established. Each month during Teen Corps meetings youth and adults from the eight communities meet at a local recreation center to report on their accomplishments, receive training, and develop action plans for collective community activities.

Accomplishments and Impacts

The objectives of the BFP are:

- The BFP gain knowledge and experience in youth and community development, and facilitate skills.
- Community members gain skills, knowledge and resources that promote sustainable activities between youth and adult leaders over time; and
- Community members are equipped to deliver, perform and demonstrate sustainable activities.
- From 1998-1999, the BFP have reached 2,700 community and agency leaders through workshops, trainings, the media, and outreach efforts.
- Twenty youth and twenty adults were trained as Study Circle facilitators (a problem solving and action planning technique). As a result, ten youth and ten adults partnered to facilitate study circles on race relations and community development to 80 youth at the state 4-H Teen Focus Conference.
- Thirty youth and thirty adults developed and implemented the largest National Safe Night USA (a crime and violence prevention program) in Baltimore City, involving 200 youth between the ages of 12-15.
- Two youth and two adults presented the BFP model at the NAE4-HA Conference in Pittsburgh, Pennsylvania.
- Youth and adults partnered to sponsor a tribute to Martin Luther King Day celebration involving 120 youth.
- Fifteen youth and fifteen adults partnered to supervise and teach eighty-three 8-13 year old residential campers from Baltimore City in leadership, conflict resolution, team building, cultural diversity, environmental science, and entrepreneurship skill development.
- Fifteen youth and eight adults were trained as entrepreneurship facilitators. As a result, four youth and two adults facilitated a workshop entitled "Strategies for Engaging Youth in Entrepreneurship" at the 7th National Youth Entrepreneur Symposium, King of Prussia, Pennsylvania.

Resource Commitment

The National 4-H Council, National Network for Youth, and the Academy for Educational Development (\$21,000) through the Kellogg Foundation.

Collaborators

Maryland Cooperative Extension-Baltimore City, Fellowship of Lights Youth and Community Services, and the Safe and Sound Campaign for Children and Youth.

Contact Person(s)

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Other Base Program Areas This Program Applies To

4-H Youth Development, Leadership & Volunteer Development, Community Resources & Economic Development, Natural Resources Environmental Management

Building Community Partners to Make a Difference Together

Massachusetts

Situation

A desire of the University of Massachusetts Outreach unit was to increase community connections with it's sister urban city, Springfield. This desire prompted the Family Community Leadership (FCL) staff within the 4-H Youth & Family Development (4-H YFD) program to initiate a series of focus groups with school and youth serving leaders in this high risk, urban city. As a result of these meetings, a leadership training presented as a adult/youth partnership was identified as a community need.

Program Description

FCL is a 30 hour leadership development training program designed for adults which empowers and prepares them to become more effective leaders at the community level. The training in Springfield represented an expansion of the FCL model by training both adults and youth to become more effective leaders. It included adult sessions, youth leader sessions, and combined sessions where both adults and youth worked together as partners in identifying community issues and choosing community service projects.

Stakeholder Satisfaction

This project was coordinated by one FTE which represents the Extension Educator responsible for the statewide FCL program and approximately 12 FCL trained staff and volunteers contributing at least 2 hours for the training. Approximately four 4-H YFD staff devoted a total of .25 FTE's to design the appropriate youth curriculum based on 4-H juried, FCL and other youth leadership curricula. The 4-H YFD program evaluator also contributed about a .10 FTE. Satisfaction and

success of the project can be measured by request for future programs and the testimony of teachers, parents, 4-H leaders, and participating youth.

Accomplishments and Impacts

Twelve youth (average age of 16.2 years) and 8 adults (26-50 years) attended workshops on the first two days of the training and indicated through a post evaluation that the workshops on Community Leadership Skills, Successful Group Processes, Communication Styles, Public Policy and the Community, and Recognizing Important Community Issues helped them to become more effective community leaders by 85 percent. Half of the participants "agreed strongly" that FCL prepared them to work with community groups and agencies, and half also "agreed strongly" that FCL increased their understanding of issues that will help them to make a difference in their community. It also appeared that participants intended to apply what they learned, as more than half the participants (58%) "agreed strongly" that they learned specific skills that they will be able to use in the community, while slightly less than half (44%) "agreed strongly" that FCL helped them to identify a specific community project they plan to become involved with.

The follow-up session, several weeks later, was designed to provide additional information and support to participants as they made efforts to become involved in community projects. Eighty-five percent of the participants returned. Forty-two percent provided information on their community projects which included such things as raising money and awareness for children with disabilities, peer-leadership, school-based community service, and teen-shelter food assistance.

Other impacts of this program included incorporation of this training within the Springfield Schools Community Service Learning program; a youth/adult partnership training for 75 Upward Bound students representing high risk and urban communities in Boston on the UMA Amherst campus; replication of this model with other Springfield groups; youth trained in this program were hired by a local collaborator; and future program possibilities with the campus wide University Without Walls program.

Resource Commitment

Financial support for this project was supplied by the Springfield Public School System, a private donor, and the Springfield UMA Minority Association (SUMMA).

Collaborators

Collaborators for this program included the Family Community Educators (FCE) volunteers, the Springfield Public Schools, SUMMA, the University Without Walls program, Springfield's

Center for Higher Education, and Youth Build.

Community Service Learning opportunities were provided by the Springfield Community Police, Massachusetts Prevention Center and the Springfield Public Schools.

Contact Person(s)

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Other Base Program Areas This Program Applies To

Community Resource & Economic Development
Leadership & Volunteer Development
Family Development & Resource Management

Feeding the Hungry Through Gleaning

Maryland

Situation

While the economic status of many in America has improved, there still too many people who are in need of food. The rural areas and some neighborhoods in the inner cities are especially hard hit. Additionally, on a daily basis a large amount of food is being wasted. Also, too many people lack the knowledge on how to prepare food that is safe to eat and food that is at the same time nutritious and low-cost.

Statistics for 1996 indicated that over 120 million tons of food was wasted in this country. According to the Maryland Food Committee, a growing number of needy individuals is overwhelming food providers and soup kitchens. Many are turned away each day because there is not enough food to give. More and more children (at least 4,000 in Baltimore alone) go to bed hungry each night.

Program Description

Working in conjunction with the Baltimore Area Gleaning Network, the Center for Poverty Solutions, Heritage United Church of Christ, and the Unity United Methodist Church, Baltimore City 4-H'ers are baking on a monthly basis (6-three pound) Macaroni and Cheese Casseroles for Our Daily Bread Soup Kitchen. Gleaning is done Saturday mornings. 4-H'ers with adult volunteers leave as early as 6:30 a.m. Produce is picked for Baltimore and/or Washington D.C. Food Banks. The 4-H'ers also pick produce to bring back and distribute directly to persons in need in the city.

In addition to cleaning and distributing the food, the youth learn

about the food chain, food safety and careers in agriculture.

Stakeholder Satisfaction

Extension Educator assisted the volunteer and youth in writing a 2000 Feeding the Hungry Grant. Kraft Foods, Inc. funded this grant for \$1250. Additionally, the educator holds classes for the youth and accompanies the group on the trips. The educator also is present to supervise the preparation of the casseroles. The target audience (adults and youth) gleaned for food one Saturday out of the month. One Saturday out of the month is also devoted to making the casseroles.

Accomplishments and Impacts

Thus far, thirty-five youth and adults have gone gleaned three times. Several hundred pounds of food have been distributed to the hungry in Baltimore City and Washington D.C. The youth have baked Macaroni and Cheese Casseroles for Our Daily Bread. The youth are more aware of the problem of hunger in the United States. They are also more aware of how they can eliminate this problem. The youth have also gained knowledge from and respect for the older adults working in the program with them. The youth have also gained knowledge from and respect for the older adults working in the program with them. Elsie Lawson, our EWIY Bread volunteer stated that the youth are being made aware of a social problem and learning that they can be part of the solution.

Resource Commitment

The National 4-H Council 2000 Feeding the Hungry Grant/Kraft Feeding the Hungry (\$1250)

Collaborators

Baltimore Gleaning Network, Center for Poverty Solution; Heritage United Church of Christ; Unity United Methodist Church and Our Daily Bread Soup Kitchen

Contact Person(s)

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Other Base Program Areas This Program Applies To

4-H/Youth Development, Leadership & Volunteer Development, Nutrition, Diet and Health, Family Development & Resource Management, Community Resource & Economic Development, Agriculture.

Youth and Families with Promise

Utah

Situation

Juvenile violence and crime has our society on edge and has made unsafe places of our neighborhoods and schools (Walker, Colvin & Ramsey, 1995). During recent years, nearly three million acts of violence and theft took place in our nation's public schools each year. Each day more than 100,000 weapons were brought to school and approximately 40 children and youth are wounded or killed by these weapons (Children's Defense Fund, 1990). Gang activity is rampant throughout the United States and is associated with criminal activity among youth (Walker, et. al., 1995).

The factors in society that put youth at-risk for delinquent and violent behavior are complex. Poor academic and behavior management skills, family factors, and a low involvement in community programs for youth are a few of the factors that put youth at risk for delinquent behavior. Mentoring is one of the promising approaches to improving academic performance, social skills and strengthening family relationships. Through establishing caring relationships with at-risk youth, such adults can help youth improve their school performance, prevent school dropout, and help youth find positive ways to find recognition in their families, schools and communities.

Program Description

Utah's Youth and Families with Promise Program (YFP) is a two-level mentoring program (young-adult individual mentors and grandparent-age mentor couples) designed to prevent youth problems through early intervention with at-risk youth, ages 10-14, and their families. Youth are in both rural and urban areas, primarily on free and reduced lunch, with 65 percent living in single parent families. Youth referrals come from school administrators, Juvenile Courts, community and religious organizations, or from parents. Mentors are recruited from local communities to establish caring relationships with the identified youth and his or her family. Mentors provide motivation and tutoring in reading and academic skills and participate with youth in 4-H in other structured recreation and community service activities. Youth, parents, and mentors also participate in monthly Family Night Out activities to strengthen family relationships.

Stakeholder Satisfaction

Eight paid FTE's were committed to this project, with approximately 160 volunteer mentors spending over 12,000 hours or the equivalent of 5.25 volunteer FTE's. Participants met at least bi-weekly with mentors and took part in monthly 4-H and family activities. Youth and parents rated the experience very highly, with nearly 100 percent of parents saying they would have their child participate again. Teachers and mentors also reported positive changes in the youth.

Accomplishments and Impacts

Parents, youth, mentors and teachers were surveyed using a post-then-pre design which showed statistically significant improvement ($p < 0.001$) in nearly every area surveyed. In addition, focus groups held with parents and also with mentors revealed very positive impacts.

Percentage of YFP youth showing improvement in selected areas as seen by their parents (n=94):

YOUTH:	% improving	% no change	% decreasing
thinks doing well in school is important.	55.4	41.3	3.3
cares about school.	57.0	35.5	7.5
finishes homework.	48.9	46.7	4.3
says no if friends want to do something wrong.	42.9	56.0	1.1
tries to work out problems without fighting.	50.5	47.3	2.2
does not give up when things become difficult.	48.4	50.5	1.1
feels confident about themselves.	63.4	33.3	3.2
enjoys school.	47.3	48.4	4.3
tries to do the right thing.	45.2	51.6	3.3
feels close to family.	42.4	54.3	3.3
respects their parents.	43.0	53.8	3.3

Other parental responses:	% Yes	% No
Would you recommend the program to others	100.0	0.0
Would you participate in the program again	98.9	1.1
Felt the mentor set a positive example for their youth.	95.7	4.3
Felt the mentor cared about my youth	94.6	5.4
Felt the mentor taught the youth valuable skills	94.6	5.4

Resource Commitment

The program was funded from the Utah State Legislature (\$100,000); USDA State Strengthening Project (\$150,000); and the Utah Board on Juvenile Justice (\$67,218). An appropriation from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) for \$1,000,000 began May 1, 2000, to expand the program into 25 sites in 22 counties.

Collaborators

Each county works in collaboration with their local schools, juvenile court, and Local Interagency Council (LIC).

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